Nice for What?: An Evaluation of Volunteerism at The University of Texas

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- Neighborhood Longhorns Program

For each of the above partnerships, I will give:

- Introduction of the organization and its mission
- An overview of its staff, volunteer, and board structure
- An overview of its budgeting structure
- Developmental plans and goals for the future
- Current volunteer recruitment methods
- An evaluation of its volunteer use based on:
    - Volunteer involvement growth and decay over time
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    - Volunteer accounts

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Introduction

This is a narrative about a non-profit organization: "Started in 1991 by the UT Athletics Department as a way to introduce children to the college environment, NLP inspires AISD students to do their best and offers them opportunities to experience the university firsthand. It remains the official service arm of UT Athletics, serving approximately 5,500 elementary and middle school students each year and encouraging them to put their lives on an educational track through tutoring, incentives, scholarships and campus visits."

However, if you take a look at the nitty gritty of the Neighborhood Longhorns Program, you find two staffers and the remnants of a deflated student board serving those 5,500 elementary and middle school students. Campuses are not consistently filled with volunteers, the staffers often fail to attend appointments they set, paychecks are sent out to employees behind schedule etc.

These problem are not unique to the Neighborhood Longhorns Program. In fact, most non-profit systems have similar failings, especially when they rely on college students as their volunteers. The students are busy with school, lack financial accountability for the fulfilment of their work, and have a four year turnover rate because of graduation. Further, volunteer organizations tend to offer services to the most vulnerable communities, who will be the most hurt by inconsistent services from people outside of their communities. The rise in community-university partnerships in tandem with the awareness of these factors raises the question: do community-university partnerships do more harm than good?

Abstract

My thesis gives an account of the systems The University of Texas, Austin uses to elicit volunteerism. I point out problems and successes resulting from these systems, and I conclude with recommendations to increase meaningful, sustainable, and efficient use of the volunteer power at The University of Texas, Austin.

It should be noted, that I have been deeply involved with each of these organizations. For Neighborhood Longhorns Program, I was an intern. For Texas 4000, I was a 2019 rider, Youth Programs Coordinator and Mechanic. Lastly, in the Plan II KIPP Partnership I was a PlanTutuor for four years, three of which I was a coordinator, and I was a Plan II Krewe mentor. I use these experiences to give an inside account of each organization.

SECTION ONE:

The Current State of Volunteer Use: The University of Texas's Systems

In this section I discuss the types of volunteerism at the University of Texas and their organizational components. There are three main sources that elicit volunteerism at the University of Texas, Austin: Student Organizational Requirements, Class Requirements, and Freelance Volunteering. Each of these sources has methods of recruiting and retaining volunteers. Recruitment typically entails different types of advertisement on campus and social media. The retention of volunteers is partially based on volunteer experience, which I will discuss in the next section.

Types of Volunteerism at UT: Student Organizational Requirements

There are four main categories of student organization that include a volunteer component at the University of Texas. Panhellenic organizations (fraternities and sororities), spirit groups, religious organizations, and student volunteer organizations. Generally, these organizations elicit volunteer hours by requiring a number of volunteer hours from their members. A given organization has partnerships with external organizations such as non-profits, schools, etc. and an organizational liaison(s) who coordinates communication with the external organization.

There are currently 65 panhellenic organizations at the University of Texas according to the Office of the Dean of Students. Many panhellenic and spirit organizations will talk about "philanthropy" and "volunteering" interchangeably, however I would like to distinguish between the two. Philanthropy encompases both

volunteer efforts *and* charitable donations. In my thesis I will not make an attempt to convert dollar amounts into volunteer hours. I will only focus on physical volunteering.

Types of Volunteerism at UT: Class Requirements

Classes are another source of volunteerism at The University of Texas. Some courses require volunteering, while others offer extra credit for it. Typically, classes with volunteer requirements will require volunteering related to the subject matter of the course. For example, Plan II offers a class on education equity that requires weekly visits to a low-income middle school

Types of Volunteerism at UT: Freelance Volunteering

Lastly, there is freelance volunteering. That is, volunteering that takes place without the coordination of a middle party. This type of volunteering is difficult to track, but The University of Texas does have one centralized database that is meant to record its volunteer hours.

- Campaign Volunteering
- GivePulse
- Random sign-up

Components of Volunteerism: Recruitment

Effective recruitment is essential to the growth and survival of any program that seeks to attract and retain volunteers at The University of Texas. Each organization typically uses a combination of the following recruitment tactics I will describe below in order to attract students. The following are the most frequently used recruitment tactics:

- Social Media Promotion
- Organizational Outreach

- Class Outreach
- Tabling
- Information Sessions
- Meet and Greets
- Profit Shares
- Flyers Distribution

Components of Volunteerism: Retention

- Volunteer Experience
  - Community
  - Knowledge gained
  - Connections made

In the following section, I will discuss the use of three different types of organizations, a student organization at UT that developed into an external non-profit, a non-profit that is partnered with UT's administration, and a partnership between a school system and an honors program at UT. Together, these organizations represent all of the above types of volunteerism.

SECTION TWO:

A Closer Look at the Current State of Volunteer Use: Structural Outline of Three UT Partnerships

In this section, I outline the structural components of three existing community partnerships at UT. These outlines are descriptive rather than evaluative. In the final section, I will discuss the ways in which the organizational structure of each of these partnerships contributes to or withdraws from the success of each organization.

I will discuss the following community-university partnerships:

- Texas 4000
- Plan II KIPP Partnership
- Neighborhood Longhorns Program

For each of the above partnerships, I will give an overview of the partnership's:

- Mission Statement
- Program Description
- Governance and Funding Structure
- Recruitment
- Internal Operations and Communication
- Growth and Development

TEXAS 4000

Texas 4000: Mission Statement

"Texas 4000's mission is to cultivate student leaders and engage communities in the fight against cancer."

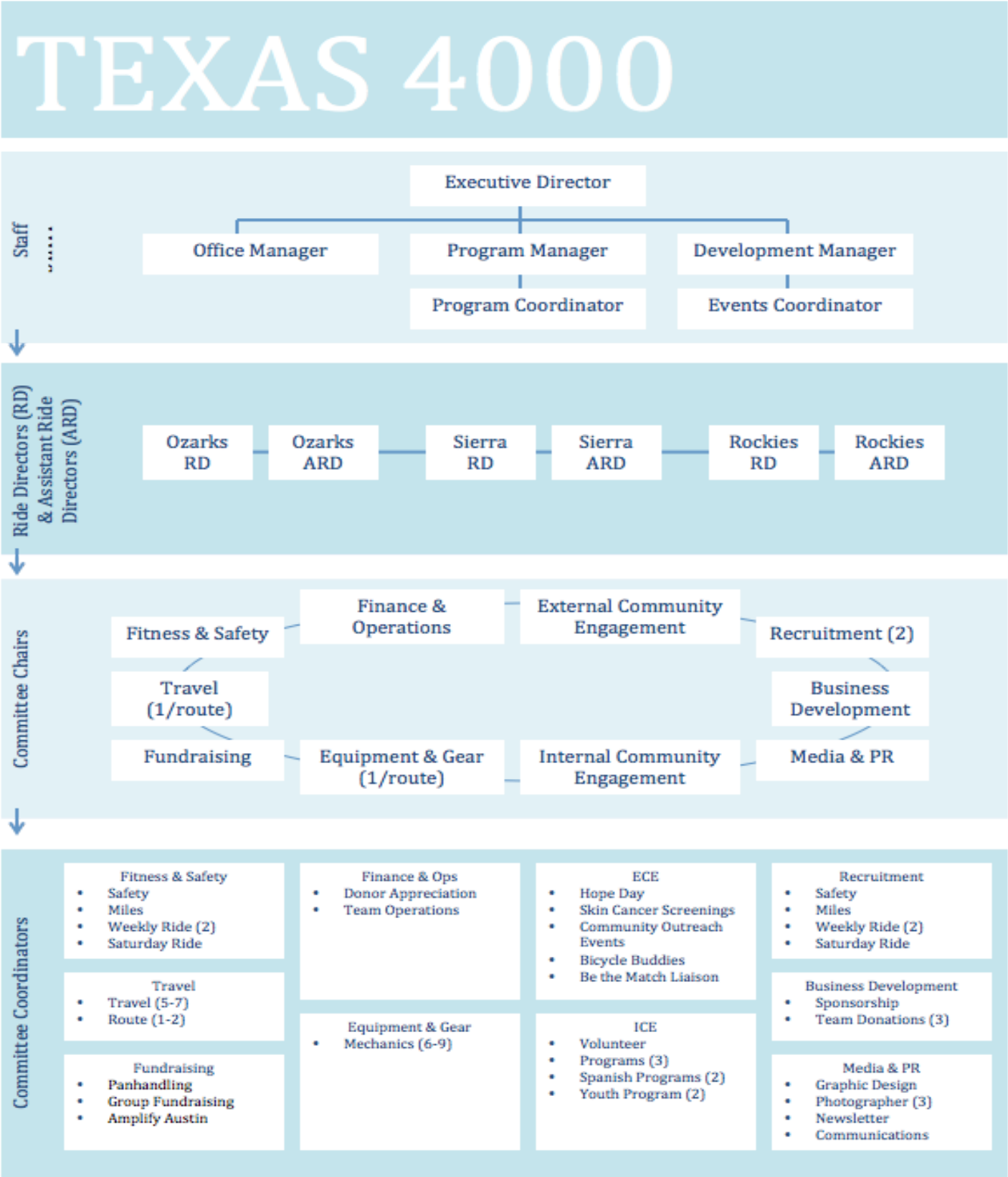
Texas 4000: Program Description

The first organizational partnership I will discuss is Texas 4000. Texas 4000 is a 501(c)(3) non-profit. Texas 4000 started as a completely student-run student organization at the University of Texas. Now, it has an off-campus office and a four-person staff to help assist with operations. Texas 4000 is an example of a student organization that does its volunteering by partnering with specified and recurring independent non-profits that mimic its mission. The mission of Texas 4000 is to "cultivate student leaders and engage communities in the fight against cancer."

Texas 4000 requires each of its general members to:

- Volunteer 50 hours
- Raise a minimum of $4,500
- Bike 2,000 training miles the year before the summer ride
- Bike over 4,000 miles from Austin, Texas to Anchorage, Alaska in 70 days
- 12 workouts with teammates prior to the training year
- Spend three hours recruiting the next year's team

Texas 4000: Governance & Funding



Governance

Staff

The staff are full-time paid employees. The staff are involved in the selection of new riders as well as the interviews for each other the new leadership positions. A team vote is considered in the selection of the Ride Directors, however staff are the only people involved in their interviews and make the final decision on the Ride Directors without further input from the team. The ride director maintain the day-to-day operation of the team and provide updates to the staff, while the staff is in charge of passing down information to the next team maintaining business and financial stability for the organization.

Ride Directors and Assistant Ride Directors

Ride Directors are staff-selected student representatives of the team. They are chosen early in the ride year. They are chosen first, then they are included in interviewing and selecting the Committee Chairs. Each route has one Ride Director, and each Ride Director oversees several Committees, which are overseen by committee chairs.

Assistant Ride Directors are chosen in the second semester of the ride year based on a teammate nomination, self-application, and interviews with the Rider Directors and staff. There is no team vote during the selection of Assistant Ride Directors. The Assistant Ride Directors have a similar set of responsibilities as the Ride Directors.

When selected, they take over some of the responsibilities the Ride Directors have been shouldering alone in order to offer new ideas and energy.

Ride Directors and Assistant Ride Directors are also involved in making difficult discretionary decisions with staff. For example, dismissing riders from the team or allowing exceptions to the policies and procedures for riders in extenuating circumstances.

Committee Chairs & Committee Coordinators

Committee Chairs oversee their committee, which is composed of coordinators who oversee committee members. In the governance chart, I have listed each of the Committee Chair Titles and the titles of the Committee Coordinators they oversee.

Travel Chair *(1/route)*

- Oversee the logistical planning of respective routes
- Work with RDs and staff to plan overall route
- Oversee the Travel Committee; delegate travel days and responsibilities
    - o Travel Committee *(5-7 coordinators/route)*
        - ▪ Secure hosts, food, program presentation opportunities
        - ▪ Locate hospital and bike shop locations, laundry, and internet access
        - ▪ Route Coordinator *(1-2/route)*
            - • Create and safety-check turn-by-turn directions for each day
- Work closely with respected route Program Coordinator to secure programs along the route (suggested: 15-25)
- Coordinate and confirm Mail Drops for route

- Develop monthly newsletters to send to all hosts to update them on team's training progress starting in November of the ride year
- Create a master Excel document with all details for all days on the route
- Deliver a comprehensive travel binder for the route prior to leaving on the summer ride to respective RD/ARD and Texas 4000 staff
- Attend weekly leadership meetings
- Conduct weekly meeting with Travel committee

Finance & Operations Chair *(1 teamwide)*

- Oversee the depositing of all rider donations, and the finances of all gear orders
- Log/scan checks, and make bank deposits weekly at the Texas 4000 office
- Send finance updates every two weeks to RDs and Fundraising Chair
- Log all donations from PayPal, office, friends asking friends in database
- Work closely with Fundraising & Business Development Chair to increase team's overall fundraising
- Oversee collection of money (e.g., for gear orders, t-shirt order)
- Attend weekly leadership meetings
- Oversee & conduct weekly meeting with Finance & Operations Committee

o Finance & Operations Committee *(2 coordinators teamwide)*

- Alternate on the duties outlined below
- Donor Appreciation
  - Keep records tracking who Thank You Notes have been sent to. Ensure that all riders are thanking donors within 2 weeks,

or donations must be moved to the general fund

• Prepare and deliver Thank You Notes for any general team donations or in-kind donations

▪ Team Operations

• Take minutes for the general team meeting and distribute weekly

• Take attendance at general team meetings and notify any rider when they have met or exceeded the allowed number of meeting absences

• Attain necessary documents from every rider

Equipment & Gear Chair
(1/route)

• Oversee the acquisition and upkeep of gear for the team

o Keep an inventory of any equipment that will be needed and work on procuring that

equipment for the ride year & summer; work closely with BD Committee, specifically the Team Donations Coordinator o Ensure that each route has enough tents, camping stoves, etc.

• Track inventory & lead trailer organizing (suggestion of once/semester)

• Work closely with Finance to track team money for gear & equipment orders

• Attend committee meetings as needed. The three E&G chairs will rotate who attends leadership meeting in the fall. In the spring, all three E&G chairs will be required to attend all Sunday leadership meetings to report on progress.

• Work with Program Manager to ensure trailers are road-ready by training camp, spring break, & for the summer

• Help with distribution of bikes from Bicycle World

• Be trained on how to hitch/unhitch a trailer & how to change a trailer tire

o Lead trailer driver trainings for team

• Oversee Mechanics

o Create checklist for proper training o Create opportunities for mechanics to learn o Mechanics *(2-3/route)*

▪ Complete checklist

▪ Learn from Bicycle World mechanics or other mechanics

Fitness & Safety Chair *(1 teamwide)*

• Oversee the planning of all rides throughout the week as well as strategically develop a training program for Saturday rides

• Ensure that safety is a top priority and is discussed regularly

• Ensure that only riders cleared to ride by a medical professional are training on Texas 4000 rides

• Ensure weekly workouts are being offered by the Fitness & Safety Committee

• Work with RDs & staff to plan additional skills clinics, Spring Break Ride and Camp T4K

• Keep track of & advise injured/sick riders through their return to training

• Oversee incident reporting process throughout the training year

• Plan and execute the Half Century (50 mile) and Century (100 mile) Tests for the team, and ensure that riders are properly trained to complete these tests

• Maintain rider tracking process and monitor individual rider progress

• Meet with riders not making their mileage requirements

• Attend weekly leadership meetings

• Serve as spokesperson for Saturday ride feedback, safety concerns & upcoming schedule at general team meetings

• Lead weekly Ride Lead (Sunday, 5-6p) & Fitness & Safety Committee meetings

(Sunday, 6-7p)

- Fitness & Safety Committee *(5 coordinators teamwide)*
  - Miles Coordinator *(1 teamwide)*
    - Manage the mile reporting process
    - Reach out to riders struggling with mileage and help them get back on track
    - Help with weekly workouts/rides and monitoring progress of riders that need additional help
    - Report weekly and Saturday ride feedback from RMS to appropriate parties
  - Weekly Ride Coordinator *(1-2 teamwide)*
    - Organize/ensure that training rides are consistently being held throughout the week (at a variety of different times, mileages and skill levels)
    - Provide potential Texas 4000 approved routes (and any other organizational help) to team members who lead rides during the week
    - Help with weekly rides and monitoring progress of riders that need additional help
    - Create a list of skills the committee should focus on during weekly rides (e.g., with shifting hand positions, looking over shoulder, grabbing water bottles, taking one hand off handlebar, emergency braking, comfortable leading & sweeping)
  - Saturday Ride Coordinator *(1 teamwide)*
    - Develop and distribute turn-by-turn directions for Saturday rides (ensure Saturday rides follow safe routes)
    - Keep track of attendance at Saturday rides
    - Assist Fitness Chair and staff with organizing the Half Century and Century Tests to ensure that team is progressing as needed

• Help with weekly rides and monitoring progress of riders that need additional help

▪ Safety Coordinator *(1 teamwide)*

• Keep track of the team's biggest safety concerns and address them

o Read through rider comments on their rides to assess for safety concerns

• Keep track of rider injuries and progression back to riding

• Organize first aid kits for the team

• Organize CPR training for select riders on each route

• Ride Leaders *(20-30 teamwide)*

o Ride Leaders will be nominated by the Fitness & Safety Chair along with input from the RDs and staff and will receive additional training to ensure they can lead a group of riders on Saturdays. Additional Ride Leaders will be added throughout the year as more riders gain experience, and any Ride Leader can hold another leadership position on the team. o Attend Ride Lead meetings as needed (twice a month is required) on Sunday from 5-6p o Lead a group of 4-6 riders on Saturday rides monitoring safety, rider progress, and keeping the group on time o Lead a group of 4-6 riders on at least one weekly ride monitoring safety, rider progress, and keeping the group on time

Internal Community Engagement Chair *(1 teamwide)*

• Oversee all the team's community engagement through volunteering and ensuring Program Committees are prepared to deliver program presentations to the community.

• Maintain and build relationships between Texas 4000 and other organizations in the Austin community.

• Meet with riders who are behind on volunteer requirements

• Attend weekly leadership meetings

• Conduct weekly meeting with Internal Community Engagement Committee

o Internal Community Engagement Committee *(7-9 coordinators)*

▪ Volunteer Coordinator *(1 teamwide)*

• Develop Texas 4000's presence in the cycling community through race- focused volunteering (LIVESTRONG Challenge, LBJ Ride, Austin Triathlon, Shiner Ride, etc.) (suggested a least 2/month)

• Keep track of rider's volunteer hours

▪ Program Coordinator *(1/route)*

• Responsible for finding outreach and program opportunities within Austin as well as in the cities that teams hit during the summer ride

• Personalize program for 2018 team

• Choose and train at least 2 program teams for the route to present programs throughout the summer.

o Responsible for each team learning the program. o Must organize time before winter break to present to staff for opportunity to give feedback o Must organize time before summer to present to staff for opportunity to give feedback

• Identify a minimum of two opportunities for each of your program teams to use as program practice in the Austin area

• Work with the Travel Committee to explore potential program opportunities throughout the summer

• Manage all program engagements over the summer ensuring a signup sheet is passed around, all necessary

materials are present, and that the program teams will present.

▪ Spanish Program Coordinators *(1-2 teamwide)*

• Spanish speaking skills highly recommended for the Spanish Program Coordinators

• Work together teamwide to manage at least one Spanish program team

• Identify a minimum of two opportunities for each of your program teams to use as program practice in the Austin area

▪ Youth Coordinator *(1-2 teamwide)*

• Focus is developing relationships with youth organizations, e.g., Boys & Girls Club, YMCA programs, Side-by-Side Kids, after-school programs, etc.

• Identify a minimum of two opportunities for each of your program teams to use as program practice in the Austin area

External Community Engagement Chair *(1 teamwide)*

• Maintain and build relationships between Texas 4000 and other organizations in the Austin community

• Work closely with the Internal Community Engagement Chair to focus on relationships within Texas 4000 as well as those created outside of Texas 4000

• Coordinate MD Anderson/Texas Children's visit

• Attend weekly leadership meetings

• Conduct weekly meeting with committee

o External Community Engagement Committee *(5-8 coordinators teamwide)*

▪ Hope Day Coordinator *(1-2 teamwide)*

• Organize and coordinate Hope Day and related events

- Manage Hope Day Committee
- Ensure enough volunteers are involved to ensure event success
- Engage the Austin Community to promote Hope Day and encourage attendance/participation

▪ Skin Cancer Screenings Coordinator *(1-2 teamwide)*

- Organize both fall and spring skin cancer screenings
- Secure dermatologists and other doctors to perform screenings
- Work with University of Texas to secure rooms and partitions
- Design promotional materials & determine when/how going to promote the event
- Determine volunteer shifts for the event
- Work closely with MPR & Graphic Design Coordinator to create informative How to Prevent/Detect Cancer materials to upload to the website

▪ Community Outreach Events Coordinator *(1-2 teamwide)*

- Primarily responsible for planning the T4speaKer Series Event
- Secure mission-based guest speakers, book locations and design advertising and promotional materials
- Responsible for planning tabling events and activities at farmer's markets, UT Public Health Week, etc., to promote the organization
- Planning & initiating of other event ideas

▪ Bicycle Buddies Coordinator *(1 teamwide)*

- Recruit pen-pals from cancer communities across the continent

- Oversee the rider application process to become a Bicycle Buddy
- Monitor buddy relations to ensure regular communication and commitment

▪ Be the Match Liaison *(1 teamwide)*

- Facilitate swabbing for the bone marrow registry with classes, student organizations, and around the general campus
- Serve as the point of contact with our local BtM chapter coordinator & manage the supply of swabbing materials to distribute to riders
- Could continue this position throughout the summer & recruit to make sure one liaison is on each route

Fundraising Chair *(1 teamwide)*

- Oversee the team's fundraising efforts, and ensure team is staying on track for overall and individual goals.
- Create various opportunities/ideas for teammates to successfully fundraise
- Highly suggest coming into this position with fundraising experience; comfortable with event planning & creative to generate new ideas
- Manage Amplify Austin
- Meet with riders not making their fundraising requirements
- Report on fundraising progress to the team, and be a leader in 2018's fundraising efforts
- Attend weekly leadership meetings
- Oversee Fundraising Committee, and have weekly meetings

o Fundraising Committee *(2-4 coordinators teamwide)*

▪ Panhandling Coordinator *(1 teamwide)*

- Coordinate and organize panhandling events for the team
- Establish and manage a weekly panhandling schedule at a variety of different times and locations
- Plan larger panhandling events that involve most of the team (i.e. Coins for Cancer – one in fall, one in spring; plus, any additional events you want to plan)

▪ Group Fundraising Coordinator *(1-2 teamwide)*

- Serve as a resource for teammates struggling with fundraising, and also for teammates who need additional help with planning fundraising events.
- Plan group fundraising efforts
- Preferably someone with a strong fundraising background or track record with Texas 4000.

▪ Amplify Austin Coordinator *(1 teamwide)*

- Educate the team about Amplify Austin and coordinate their efforts to solicit donations during the 24-hour fundraising blitz.
- Attend the free Amplify Austin trainings and pass along strategic tips to the team.

MPR Chair

- Oversee process for rider testimonials, headshots, and any other material needed for the Texas 4000 website.
- Add rider perspective on Texas 4000s presence on Twitter, Facebook, & Instagram
- Ensure that the team is blogging consistently, and monitor blogs that are uploaded
- Create MPR guide for the summer & ensure that there are 1-2 MPR individuals per route for the summer to post on Texas 4000 social media & collect footage
- Coordinate team t-shirts
- Collaborate with other chairs to help them with promotional graphics/media &

then delegate to Graphic Design Coordinator

- Oversee MPR Committee
    - MPR Committee *(3-6 coordinators teamwide)*
        - Graphic Design Coordinator *(1-2 teamwide)*
            - Knowledge of Photoshop or other related graphic design tools recommended
            - Design promotional material for events as needed (e.g., for Skin Cancer screenings, Hope Day, ATLAS, T4K Speaker series)
            - Design necessary material for grants/sponsorships
            - Work closely with Skin Cancer Screening Coordinator to create an informative How to Prevent/Detect Cancer graphic to put on the website
        - Photographer/Videographer *(2-3 teamwide)*
            - Develop B-roll of 2018 riders by filming meetings and training rides for creation of a Ride Year video to use during Programs
            - Store all media that is produced throughout the year and coordinate with getting copies to Texas 4000 office
            - Coordinate & manage filming during the training year
            - Assist with filming & editing rider testimonials Coordinate and manage photography during the training year
            - Assist with taking team headshots
        - Newsletter Coordinator *(2 teamwide)*
            - Develop a monthly e-newsletter to send to hosts, parents & other T4K supporters
            - Work with leadership & other riders to gather material for the newsletters
        - Communication Coordinator *(1*

teamwide)

- Help the team develop effective communication channels, including exploring new channels, such as Slack
- Be available for rider feedback on how to improve current team communications and working to improve these areas

Business Development Chair

- Manage the in-kind sponsorship request process for the team (request tracking, thank yous, outcome tracking)
- Attend weekly leadership meetings
- Act as the point person for sponsorships, working closely with Development staff to continue to build Texas 4000's relationship with the community
- Oversee Business Development Committee, and conduct weekly meetings with them
    - Business Development Committee *(4 coordinators teamwide)*
        - *Sponsorship Coordinator (1 teamwide)*
            - Research & gather information about possible companies to pursue for in-kind sponsorships for the team
            - Set up meetings & work with staff to network to pursue these sponsorships
        - *Team Donations Coordinators (1/route)*
            - Identify necessary items for team in-kind donations
            - Develop strategy for contacting companies for team donations
            - Contact food places along route if travel committee has not secured food on given days

Recruitment Chair (1-2)

- Oversee the 2019 team recruitment efforts for the 2020 team including tabling,

info sessions, and promotion.

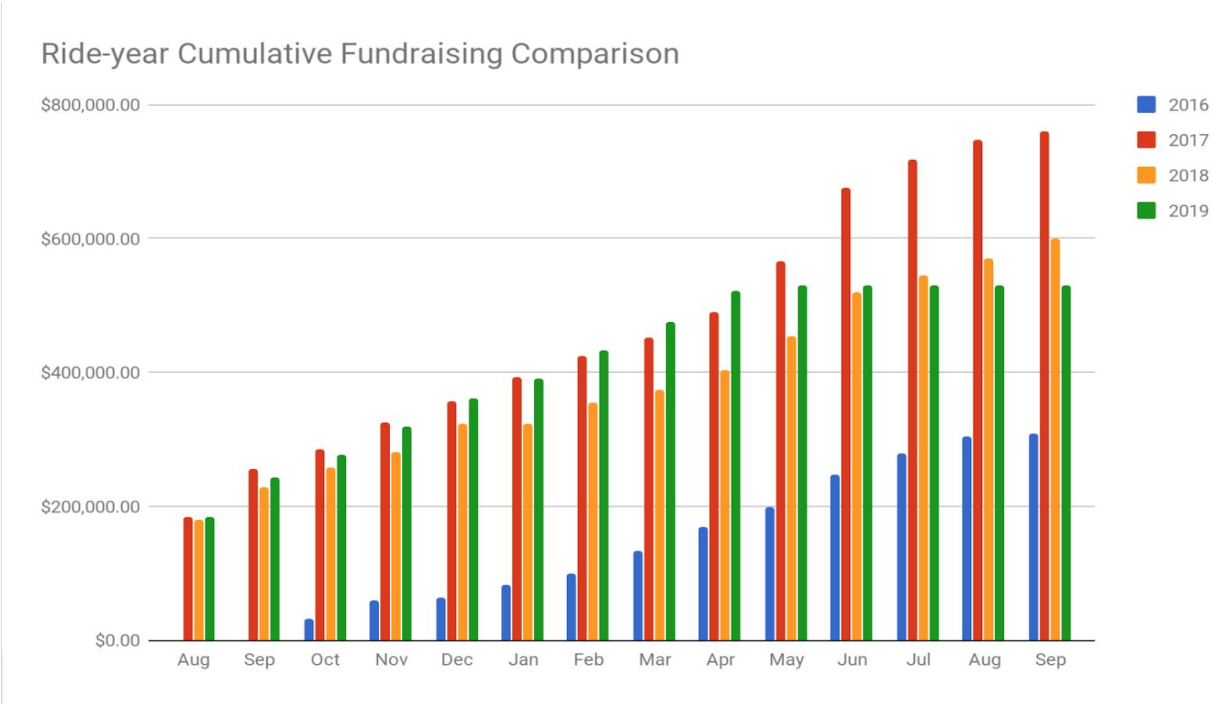
• Work on increasing diversity of application pool to in-turn diversify Texas 4000 to make it more of a true representation of the UT population

• Plan the 2019 New Rider Picnic

• Oversee the Bigs/Littles program

- o Diversity Coordinator *(1-2 teamwide)*
  - ▪ Focus on increasing the diversity of future Texas 4000 teams
  - ▪ Help recruit students from backgrounds that historically have not heard about Texas 4000

Funding



*Graph updated May 15, 2019

One of the significant learning outcomes from Texas 4000 is an understanding of the process of fundraising. Each Texas 4000 member must raise a minimum of $4,500, though some raise significantly more. One of the 2019 riders has made her fundraising goal $30,000. The majority of Texas 4000's funding comes from donations to its current riders. This includes monetary and in-kind donations, such as Clif Bars, bike cleaning supplies, and Chamois Butt'r.

Texas 4000: Recruitment

Texas 4000 chooses two recruitment chairs each year based on application. These two are in charge of recruiting the team for the summer following the current team's summer ride. Each member of the current team must complete three hours of recruitment activities. This varies a bit year-to-year, but the 2019 team did the following recruitment activities:

- Organizational Outreach (12 organizations)
- Class Outreach (23 classes)
- Party on the Plaza Tabling (eight hours with two Texas 4000 riders at the table at all times)
- Information Sessions (seven with three Texas 4000 riders and a guest speaker at each)
- Meet and Greet (one profit share at Lucky Lab)
- Social Media Promotion (Texas 4000 Facebook page and instagram, 90 person team promoted events on their personal accounts)
- Flyers (32 locations on campus)

Texas 4000 also has a media team in charge of making promotional materials for events during the year and maintaining Texas 4000's social media accounts. This team is composed of three current riders. Here I will discuss only the social media relevant to

promoting Texas 4000 externally, not for internal day-to-day operations. The social media team performs the following duties:

- Create Instagram Posts (2-12 posts/month)
- Create cover photos to promote recruitment and events (5/year)
- Send out a monthly newsletter to its alumni and donors (1/month)
- Take headshots of all riders for Texas 4000 website (80-90)
- Film "Why I Ride" testimonials for promotional videos (80-90)

Texas 4000: Internal Operations and Communication

There is a significant amount of planning and documentation to keep up with for Texas 4000 members. This means that the staff, leadership, and general members of the team must be able communicate easily and efficiently and know where to quickly find the information for which they are looking. In attempt to meet the enormous demands of the team, Texas 4000 uses a combination of consistent in-person meetings in tandem with electronic communication and storage of information.

Meetings

- Weekly Monday Meeting (2-4 hours)
- Weekly Saturday Rides/Workouts (1-12 hours - increasing time with mileage)

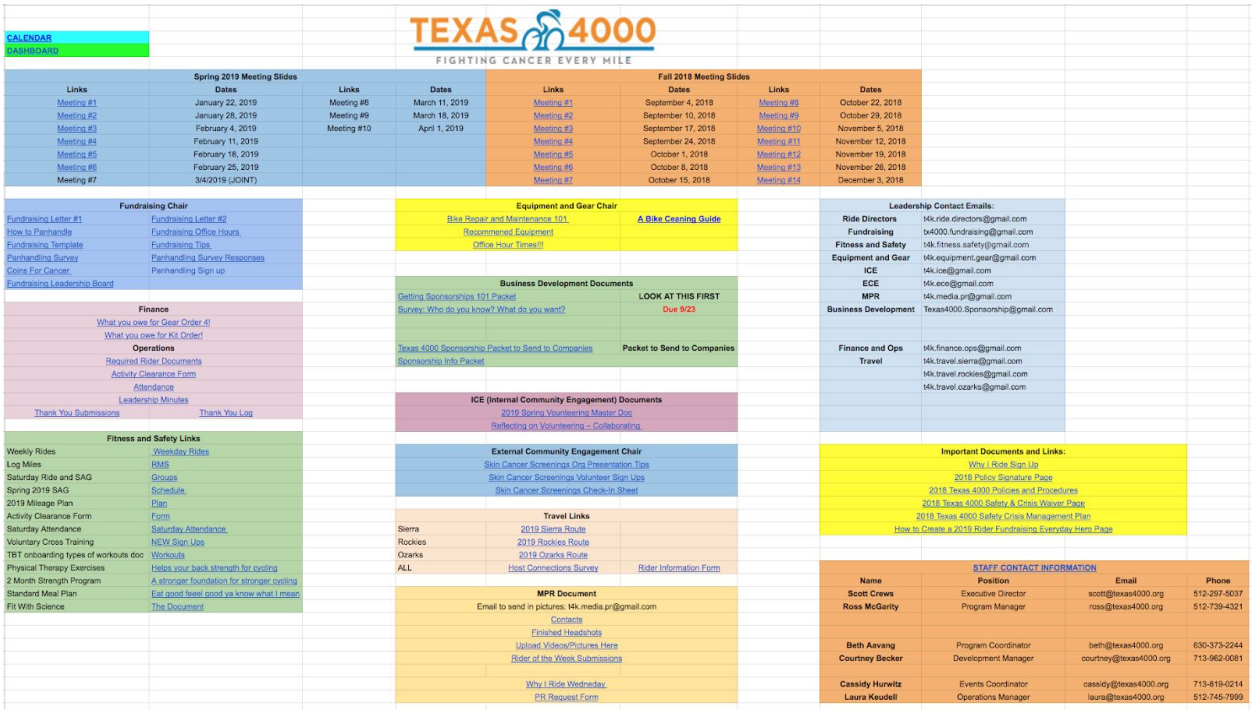
Electronic Communication

- **Slack** - primary platform for communication
- **Chair Emails**
    - **Finance & Operations Email** - weekly message includes meeting slides and homework due at the next meeting
    - **F&S Email** - weekly e-mail always including details on upcoming Saturday Rides

Information Storage

- **Master Document (Team) -** a google sheet with links to all relevant documents for the general members of the team. Only Ride Directors and

Committee Chairs have editing access to the Master Document. Below, I have included a picture of the Spring 2019 Master Document.



CALENDAR
DASHBOARD

TEXAS 4000
FIGHTING CANCER EVERY MILE

Spring 2019 Meeting Slides			
Links	Dates	Links	Dates
Meeting #1	January 22, 2019	Meeting #6	March 11, 2019
Meeting #2	January 28, 2019	Meeting #9	March 18, 2019
Meeting #3	February 4, 2019	Meeting #10	April 1, 2019
Meeting #4	February 11, 2019		
Meeting #5	February 18, 2019		
Meeting #6	February 25, 2019		
Meeting #7	3/4/2019 (JOINT)		

Fall 2018 Meeting Slides			
Links	Dates	Links	Dates
Meeting #1	September 4, 2018	Meeting #8	October 22, 2018
Meeting #2	September 10, 2018	Meeting #9	October 29, 2018
Meeting #3	September 17, 2018	Meeting #10	November 5, 2018
Meeting #4	September 24, 2018	Meeting #11	November 12, 2018
Meeting #5	October 1, 2018	Meeting #12	November 19, 2018
Meeting #6	October 8, 2018	Meeting #13	November 26, 2018
Meeting #7	October 15, 2018	Meeting #14	December 3, 2018

Fundraising Chair	
Fundraising Letter #1	Fundraising Letter #2
How to Panhandle	Fundraising Office Hours
Fundraising Template	Fundraising Tips
Panhandling Survey	Panhandling Survey Responses
Coins For Cancer	Panhandling Sign up
Fundraising Leadership Board	

Equipment and Gear Chair	
Bike Repair and Maintenance 101	A Bike Cleaning Guide
Recommend Equipment	
Office Hour Times!!!	

Leadership Contact Emails:	
Ride Directors	t4k.ride.directors@gmail.com
Fundraising	tx4000.fundraising@gmail.com
Fitness and Safety	t4k.fitness.safety@gmail.com
Equipment and Gear	t4k.equipment.gear@gmail.com
ICE	t4k.ice@gmail.com
ECE	t4k.ece@gmail.com
MPR	t4k.media.pr@gmail.com
Business Development	Texas4000.Sponsorship@gmail.com
Finance and Ops	t4k.finance.ops@gmail.com
Travel	t4k.travel.sierra@gmail.com
	t4k.travel.rockies@gmail.com
	t4k.travel.ozarks@gmail.com

Business Development Documents	
Getting Sponsorships 101 Packet	LOOK AT THIS FIRST
Survey: Who do you know? What do you want?	Due 9/23
Texas 4000 Sponsorship Packet to Send to Companies	Packet to Send to Companies
Sponsorship Info Packet	

Finance
What you owe for Gear Order 4!
What you owe for Kit Order!

Operations	
Required Rider Documents	
Activity Clearance Form	
Attendance	
Leadership Minutes	
Thank You Submissions	Thank You Log

ICE (Internal Community Engagement) Documents
2019 Spring Volunteering Master Doc
Reflecting on Volunteering – Collaborating

Important Documents and Links:
Why I Ride Sign Up
2018 Policy Signature Page
2018 Texas 4000 Policies and Procedures
2018 Texas 4000 Safety & Crisis Waiver Page
2018 Texas 4000 Safety Crisis Management Plan
How to Create a 2019 Rider Fundraising Everyday Hero Page

Fitness and Safety Links	
Weekly Rides	Weekday Rides
Log Miles	RMS
Saturday Ride and SAG	Groups
Spring 2019 SAG	Schedule
2019 Mileage Plan	Plan
Activity Clearance Form	Form
Saturday Attendance	Saturday Attendance
Voluntary Cross Training	NEW Sign Ups
TBT onboarding types of workouts doc	Workouts
Physical Therapy Exercises	Helps your back strength for cycling
2 Month Strength Program	A stronger foundation for stronger cycling
Standard Meal Plan	Eat good feeel good ya know what I mean
Fit With Science	The Document

External Community Engagement Chair
Skin Cancer Screenings Org Presentation Tips
Skin Cancer Screenings Volunteer Sign Ups
Skin Cancer Screenings Check-In Sheet

Travel Links		
Sierra	2019 Sierra Route	
Rockies	2019 Rockies Route	
Ozarks	2019 Ozarks Route	
ALL	Host Connections Survey	Rider Information Form

MPR Document
Email to send in pictures: t4k.media.pr@gmail.com
Contacts
Finished Headshots
Upload Videos/Pictures Here
Rider of the Week Submissions
Why I Ride Wednesday
PR Request Form

STAFF CONTACT INFORMATION			
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Laura Keudell	Operations Manager	laura@texas4000.org	512-745-7999

- **Google Drive (Committees)-** Each Committee Chair and many Committee Coordinators are granted password access to an existing GMail account for their committee. For example, as the 2019 Youth Programs Committee Coordinator, I will pass down the password to t4k.youth.programs@gmail.com to the 2020 Youth Programs Coordinator, and they will receive all of the scripts we wrote saved in the T4K Youth Programs Google Drive.

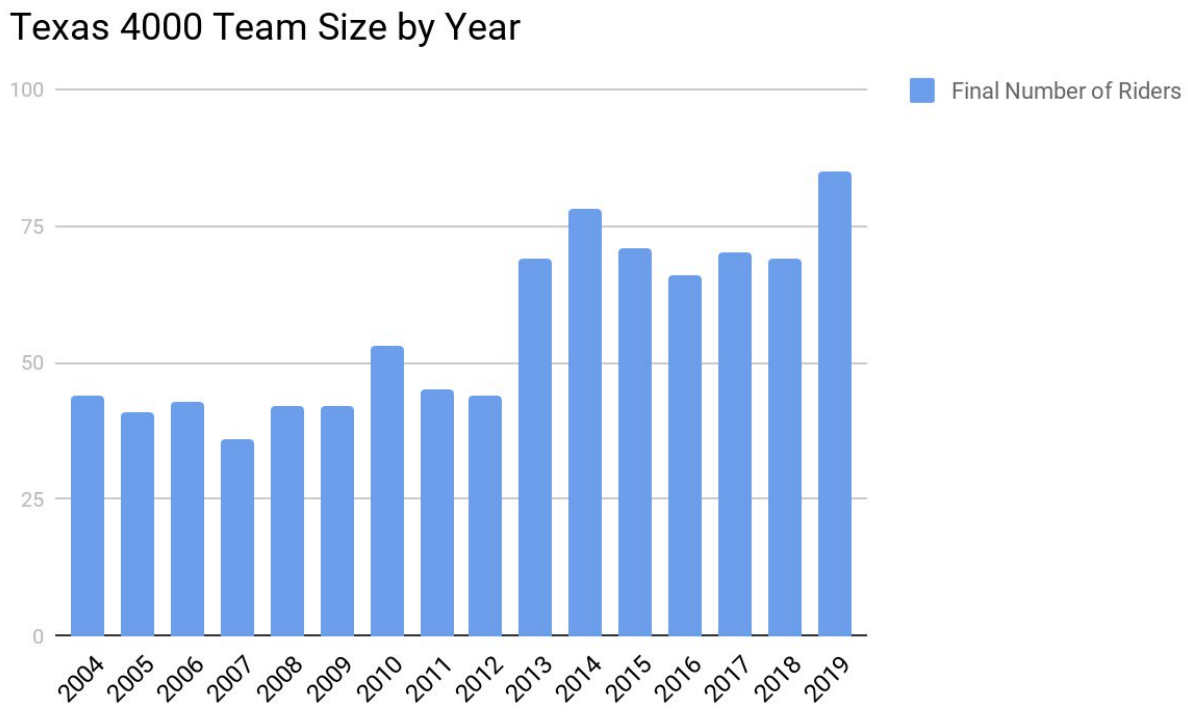
Texas 4000: Growth & Development

Texas 4000 has a distinct life cycle. The main recruitment season lasts for one month in the fall, then new rider applications are due. Texas 4000 staff process these applications and invite a number of the applicants to the next round of recruitment: interviews. In the middle of the fall semester, a panel of Texas 4000 alumni and staff interview each of the remaining applicants in one individual interview and one team

interview. Using the data from these applications and interviews, the panel selects the next Texas 4000 team. In the spring, the team begins having weekly meetings lead by previous Texas 4000 riders. These meetings help the team get to know each other and learn about policies and procedures of Texas 4000. Riders are only allowed to miss two of these meetings each semester. The riders are also required to attend six team workouts and volunteer 25 hours in the spring semester before the ride year.

When they return the following fall, there is a fundraising deadline for $1,500/rider. This is a "hard cut" deadline, meaning riders who do not make this deadline are not allowed to go on the summer ride. This fall and spring are called the "ride year" because the team will ride in the summer. During the ride year, riders must finish the rest of their requirements listed above (i.e. 2,000 ride training miles, volunteer 50 hours total, fundraise $4,500 etc.) or they will not be able to go on the summer ride. They also continue to attend weekly meetings and are only allowed to miss two each semester. In the summer, they ride from Austin, Texas to Anchorage, Alaska. When they return, they get to attend a celebratory dinner called "Tribute" and conclude their fundraising. There are ways alumni can continue to participate in Texas 4000 after they have completed their ride, but the typical Texas 4000 experience lasts only two years.

Team sizes have fluctuated over the years, but the trend has been growth. Below I have included a graph to show Texas 4000 team sizes over the years.



There is a large increase in team size in 2013. This is because a third route was added from Austin to Alaska.

In the case of Texas 4000, I will measure retention based on the number of people initially selected to participate in the summer ride and the number who actually complete the ride. Notably, some riders choose to “defer” for one or two years after being selected to be part of Texas 4000. If these riders eventually complete their ride, I will still consider them analogous to riders who completed the ride on the usual two year track.

PlAN II KIPP PARTNERSHIP

Plan II KIPP: Mission Statement

Plan II KIPP does not have an official mission statement. However, the following informational paragraph is listed on the Plan II website describing the purpose of the partnership:

"While its primary focus is on the mentoring partnership with KIPP, the course is part of a broader effort known as Plan II Praxis, whose goal is the development of a multifaceted, model program for civic engagement and service at Plan II.

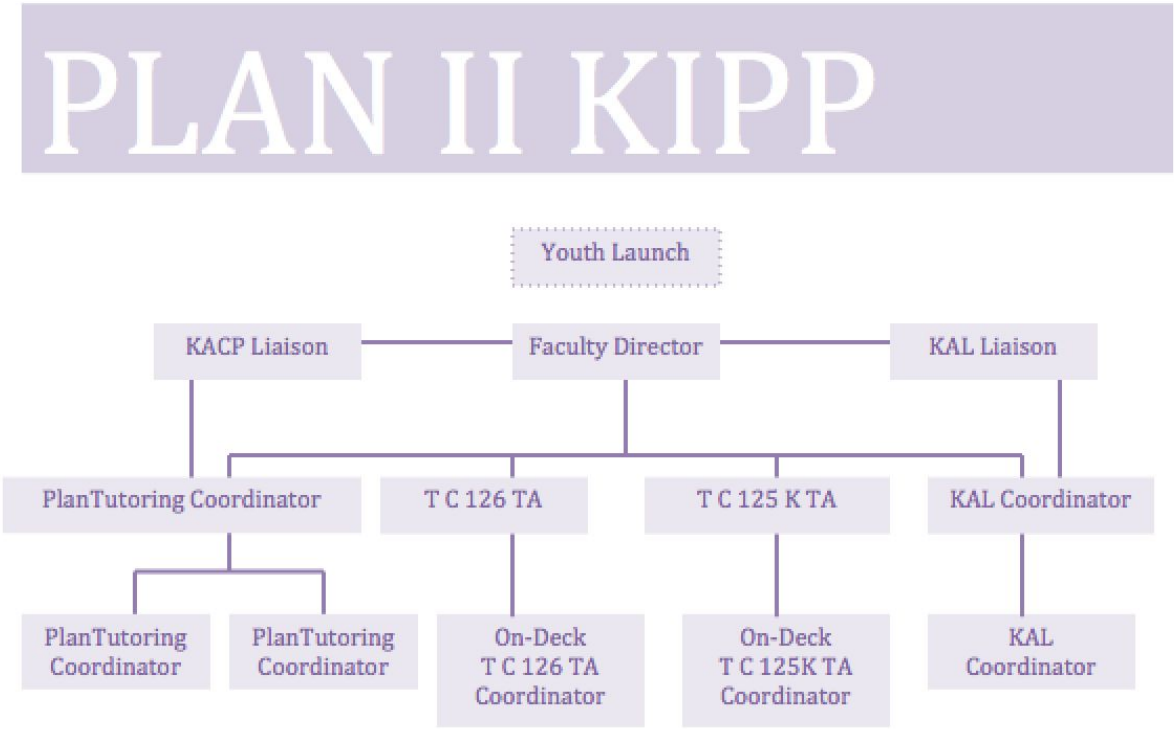
In the service of this goal, it is our hope and intent that Plan II's partnership with KIPP can serve as a model for the development of additional Plan II partnerships with other organizations, addressing other service-related issues, opportunities and needs. What develops in this process can serve as an inspiration and resource to the broader student community at Plan II and UT, and perhaps as a model to other colleges and universities as well."

Plan II KIPP Partnership: Program Description

The Plan II KIPP Partnership began in 2007. Plan II is an honors interdisciplinary program at the University of Texas. KIPP is a network of charter schools for low-income students whose mission is to get its students to and through college. The Plan II KIPP partnership started as a single team of 17 Plan II students working with 17 middle school students at KIPP Austin College Prep, lead by one faculty

member: Grant Thomas. Today, the Plan II KIPP Partnership has three programs: PlanTutoring, KAL Mentoring, and the KIPP Krewe.

Plan II KIPP Partnership: Governance Structure and Funding



Youth Launch (Funding): Founded in 1994, Youth Launch is a non-profit whose mission is to foster programs and partnerships that empower young people to become change makers in their schools, communities, and the world beyond. They fund Plan II student coordinators for each program and reimburse carpool drivers for their weekly trips to KIPP Austin at the end of each semester.

Faculty Director: Grant Thomas, founder of the PAL program, was the first to teach this course, but it is now taught by Jill Kolasinski, founder of KIPP Austin Public Schools.

KACP & KAL Liaisons: The KIPP Liaisons are full-time staff (usually teachers) at KIPP Austin who are responsible for communicating and protecting the interests of the KACP and KAL students. These liaisons send over class rosters with information about their students for PlanTuring, help pair students for Krewe and KAL, communicate school testing day and holidays, and provide feedback to the Program Coordinators.

PlanTutoring and KAL Coordinators: The Program Coordinators are current Plan II Students who are responsible for conveying the information from the faculty direct and their respective KIPP Liaison to the students in their branch of the partnership. Program coordinators are former members of the branch they coordinate (i.e. a PlanTutoring coordinator would be a former PlanTutor and a KAL coordinator would be a former KAL mentor).

T C 126 and T C 125K Teaching Assistants (TA): The Teaching Assistants for these programs are current Plan II freshmen, sophomores, or juniors (ideally sophomores) selected by application and interview after they have completed, at minimum, the course for which they would be the Teaching Assistant.

On-Deck Coordinators and TA's: On-Deck Coordinators and TA's are current Plan II Freshmen, Sophomores, or Juniors who have at least a semester's experience in one of the three Plan II KIPP programs as a tutor or mentor. On-Deck Coordinators are selected by application and interview with the current Program Coordinators from within their program. The On-Deck Teaching Assistants are chosen via a similar process, but the Faculty Advisor is more involved in their interview and selection process. These student leaders spend their first semester receiving training from the

current Coordinator(s) or Teaching Assistant before officially becoming the Coordinator or Teaching Assistant responsible for successfully completing their job.

Plan II KIPP Program Similarities

The three programs share two features: a course requirement and financial support from Youth Launch. Originally, only the Krewe was required to take an educational equity course at the University of Texas during their first year of service at KIPP, but in 2018 the Plan II KIPP partnership started requiring all three of its programs to take a course when they begin serving at KIPP Austin.

Plan II KIPP Program Differences

There are two Plan II courses associated with the Plan II KIPP Partnership. One of these classes is called T C 125K. This is the year-long class that the Krewe takes. It counts for two credit hours over the full year and has biweekly, two hour meetings. The course includes discussion of assigned readings, guest speaker Q&A sessions, and biweekly blog posts from each student. Since 2018, PlanTutors and KAL mentors are required to take the T C 126 course. This is a watered down version of T C 125K. It meets six times during the Fall Semester and counts for one hour of school credit. It is a pass fail course, while T C 125K has letter grading. T C 126 has fewer guest speakers, fewer assigned readings, and does not require blog posts.

The **KACP Krewe** was the first program introduced. KACP Krewe offers a deep dive into the issues surrounding education equity including housing, racism, local

government, and financing. Most importantly, Krewe members are assigned 5th grade mentees at KACP to visit once each week. These assignments are made based on the Krewe members' one page autobiographies and a KIPP staff member's recommendation. Though only the first year can be graded, Krewe members are encouraged to continue visiting their mentees after the first year. The Krewe's operations are coordinated between a liason on the KIPP staff, the T C 125K course instructor, and a paid Teach Assistant, who is usually a former Krewe member. Krewes range in size, from 12-18. Krewe members complete the following requirements:

- Apply to be in the next year's Krewe
- Complete T C 125K
- Write biweekly blog posts about mentee visits and course content
- Weekly visits to KIPP Arts and Letters to visit assigned mentee

KAL Mentoring is similar to the Krewe, but until 2018 it did not include a course component. KAL mentors are coordinated by a liason on KIPP's staff, the course instructor of TC 126, and a Plan II student coordinator. Now, KAL mentoring participants have the following requirements:

- Complete T C 126
- Weekly visits to KIPP Arts and Letters to visit assigned mentee

PlanTutoring is the final branch of the Plan II KIPP Partnership. PlanTutors are assigned 3-5 KIPP high school juniors or seniors to assist with the college application process, with an emphasis on college essays, since creative writing is a large part of the Plan II curriculum. In the fall, PlanTutors work with seniors. In the spring, PlanTutors work with juniors. PlanTutors are coordinated by a liason on the KIPP staff,

the instructor of T C 126, and three Plan II student coordinators. The PlanTutors make up the largest portion of the Plan II KIPP Partnership with 40-60 tutors each semester. PlanTutors have the following requirements:

- Complete T C 126
- Weekly visits to KACP to visit assigned high school juniors or seniors
- Edit college essays outside of KIPP prior to each visit

Plan II KIPP: Recruitment

The Plan II KIPP Partnership only recruits Plan II students for its programs, so they are able to use Plan II's existing infrastructure to recruit their members. They use Plan II's existing social media, advertise in Plan II classes and hangout spots on campus, and speaker at Plan II events such as freshman convocation. Plan II KIPP recruitment is managed by the students coordinators of PlanTutoring, KAL Mentoring, and KACP Krewe. These coordinators use the following tactics:

- Social Media Posts (Plan II Facebook Page, Individual Plan II Class Facebook Pages)
- Plan II Class Outreach
- Flyers (Plan II Office, Honors Dorms)

Traditionally, KAL Mentoring and KACP Krewe only recruited in the end of the spring, but PlanTutoring recruited in the beginning of the Fall, the end of fall, and the end of Spring. However, now that KAL Mentoring and PlanTutorings

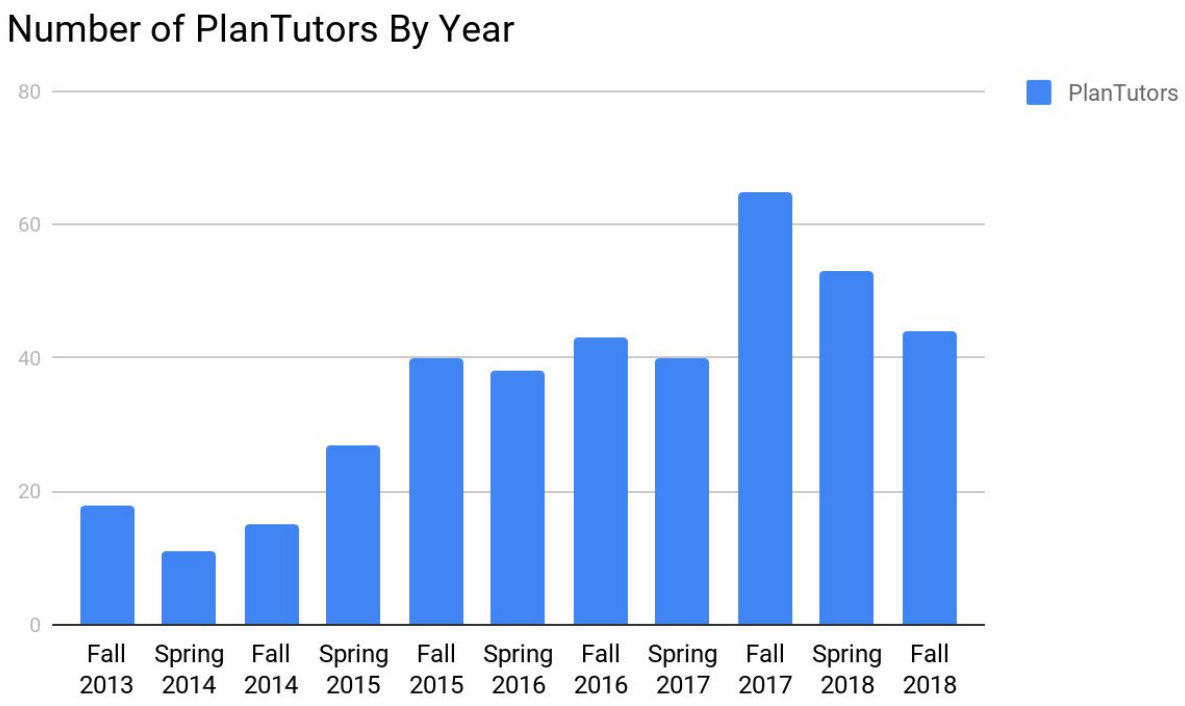
Plan II KIPP: Internal Operations and Communication

- **GMail** (1/branch) - Primary means of communication between student coordinators and Faculty Coordinator, KIPP Liaison, and Tutors and Mentors, though, if someone is unresponsive, text will be used.

- **Google Drive** (1/branch) - Used for document storage
- **GroupMe** - Used for communication between student leadership, especially during recruitment season

Plan II KIPP: Growth and Development

Plan II KIPP had a limited record of tutors and mentors retained throughout the year. The most detailed record to which I had access was that of PlanTutoring. PlanTutoring showed a steady incline in its number of tutors until the imposition of the course requirement and the adoption of weekly attendance updates. The attendance in PlanTutoring also improved after the imposition of the course requirement. I believe that the course requirement in tandem with an increased attention to enforcing attendance requirements at KIPP lead to a quantitative decrease, but qualitative increase in tutors.



NEIGHBORHOOD LONGHORNS PROGRAM

Neighborhood Longhorns Program: Mission Statement

"The Neighborhood Longhorns Program is the premier educational outreach program for the University of Texas at Austin offering economically disadvantaged 2nd through 8th graders the opportunity to envision attending college through incentives and scholarships. This is achieved through the involvement of UT students, volunteers and staff that provide tutoring and mentoring in participating Central Texas schools."

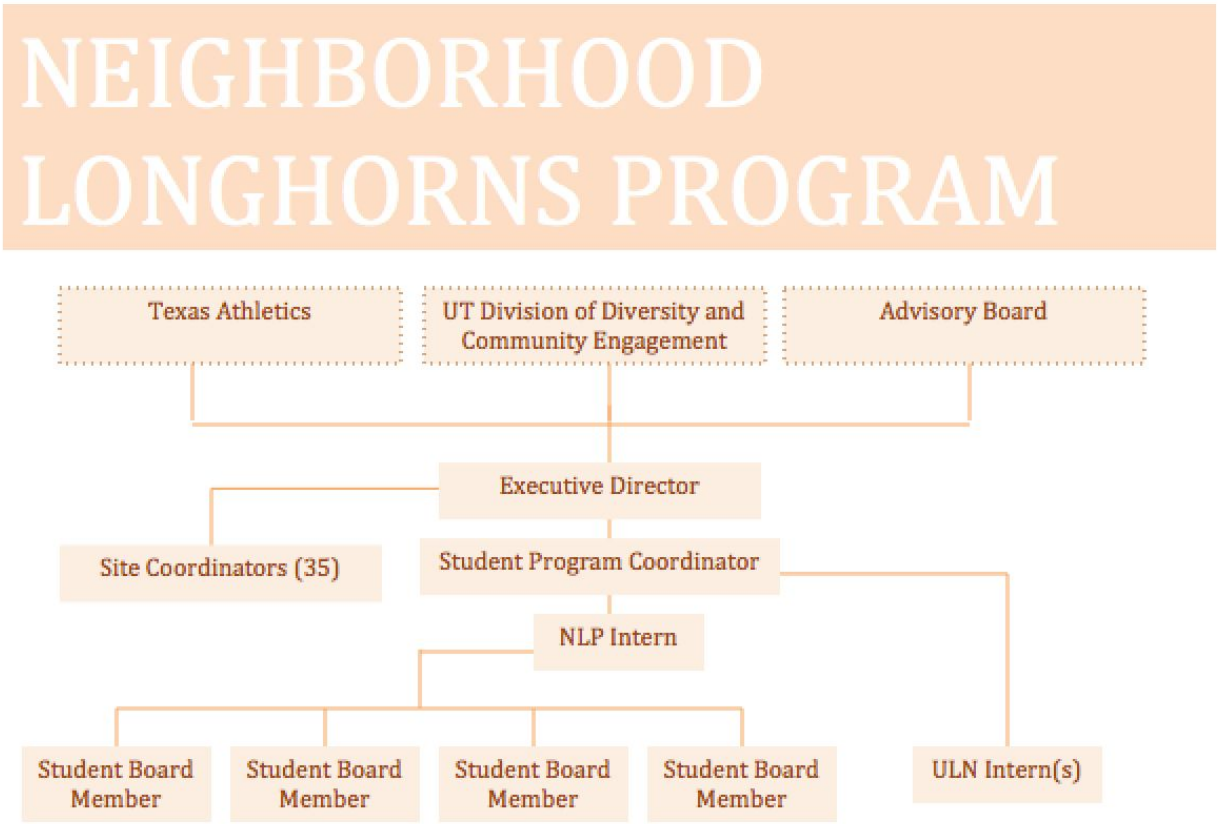
Neighborhood Longhorns Program: Program Description

The Neighborhood Longhorns Program (NLP) was founded in 1991 in response to student and non-students' complaints about UT's lack of community engagement in Austin. Originally, this program was housed by the Athletics Department. The program was formed with the help of Jody Conradt (the women's basketball coach), Tom Penders (the men's basketball coach), Donna Lopiano (the women's athletic director), and DeLoss Dodd (the men's athletic director). In its early stages, the Neighborhood Longhorns Program consisted of UT student athletes tutoring students at underserved elementary and middle schools. NLP grew to include more opportunities to interact with coaches, athletes, and the University of Texas.

The Neighborhood Longhorns Program is an educational incentive program that works to help economically disadvantaged youth build a strong academic future. They serve 35 Title One elementary and middle schools in AISD. NLP hosts a varying number of events each year. These usually consist of events hosted at UT or the elementary schools themselves. They include "College for a Day", where the kids get to visit

classrooms and see science experiments on UT's campus, a variety of athletic events (softball, baseball, volleyball, basketball, and football games), and free passes to summer camps with Texas athletics that usually cost a fee. NLP also provides students with "excellent attendance" (fewer than six absences) and all A's and B's $100 scholarships that they can redeem to help pay for college when they get older. The other portion of Neighborhood Longhorns Program involves sending UT student tutors to NLP's schools.

Neighborhood Longhorns Program: Governance Structure



Understanding the governance structure of the Neighborhood Longhorns Program is crucial to understanding the program as a whole. NLP started in the athletics

department and moved to the president's office four years later, then it moved to community relations and stayed there for 10 years. Next, it moved to the Division of Diversity and Community Engagement, its current location, and has been there for 10 years. NLP has two full time staff members and a large (20-30 member) advisory board. On that board, there are four seats reserved for students representatives whose duty is to recruit tutors for the 15 NLP schools that receive tutoring. Each NLP school has a site coordinator from that school's staff who communicates with one of NLP's staffers and the student board representatives in order to coordinate tutoring times and dates. An NLP staffer then posts the dates on GivePulse, the University's main volunteering database, so UT students may sign up to tutor. The staffer has the option to make the tutoring slots "public" or "only accessible by link."

Neighborhood Longhorns Program: Recruitment

The Neighborhood Longhorns program does not have a singular stable system of recruitment. NLP student board members and staff work together to assign existing NLP organizational partnerships, such as Silver Spurs and Texas Lassos to schools that are "only accessible by link" in order to allow volunteers from these organizations to volunteer at the same school together. In these cases, the partnership looks like that of Texas 4000, where the student organization (i.e. Silver Spurs) requires a specific number of NLP service hours, and each member is required to complete that many hours to participate in other aspects of the student organization like mixers and formals.

NLP's real recruitment aims to attain new organizational partnerships, like that of Silver Spurs, and to get UT students to fill up the remaining public slots on GivePulse.

There are not standardized ways in which NLP recruits, but their main recruitment strategy is promotional events analogous to meet and greets. Speakers like Vince Young, a former UT Football Legend, Howard Nirken, NLP's founder, and current UT Athletes will come and speak at organizational meetings or partner with a local business to promote NLP.

Neighborhood Longhorns Program: Retention

The Neighborhood Longhorns Program struggles with retention. They have a few organizational partnerships that have stood the test of time (namely, Silver Spurs), but the names that fill the "public" slots on GivePulse change on a semesterly basis, and they often leave a few schools without volunteer tutors, especially if they are a long drive away from UT's Campus.

Part Three: Comparative Evaluation of Structural Components

In this section, I will compare the role and effects of the structural components of the three partnership I described above in order to evaluate the value of each component in practice.

Mission Statement

"The mission statement communicates the nonprofit's purpose, what groups it serves, and how it plans to do so. For a new nonprofit, developing the mission statement is a critical first step in defining what the organization plans to do and what makes it different from other organizations in the same field."

Texas 4000 has a clear and concise mission statement that is both exciting and honestly reflective of the work that they accomplish. Neighborhood Longhorns Program has a lengthy, rambling mission statement that is constantly changing as a result of Advisory Boards' indecision and inattention to the organization's real needs. Plan II KIPP does not have a mission statement. Instead, the information advertised about Plan II KIPP has more to do with the mission of KIPP.

Each of these partnerships have mission statements that reflect their organizational priorities. Texas 4000 cares deeply about their branding because they are trying to elicit donations, so it makes sense that they have a well-curated mission statement. Neighborhood Longhorns Program is riddled with problems arising from "too many cooks in the kitchn;" meaning, it is clear from the length and clunkiness of their mission statement they it was made out of compromise rather than skill. Lastly, Plan II KIPP is the most bare-bones mission-focused partnership of the three.

Ironically, this adds up to not having a mission statement. The focus of Plan II KIPP is more on educating students about KIPP as a solution to educational inequity than anything else, so the lack of flash in this department is unsurprising. However, a flashier mission statement might help recruit more tutors.

Governance and Funding

Texas 4000 has an ingenious funding structure. The excitement of the ride at the end keeps members motivated to continue fundraising. Even better, selecting a new team every year prevents donor exhaustion, a problem with which Neighborhood Longhorns Program and many other nonprofits struggle. Donor exhaustion occurs when an organization neglects to diversify its members and board.

The rigidity of the Texas 4000 governance structure can be a blessing and a curse. On one hand, the massive Texas 4000 governance structure is built to last (Collins). There is a clear yes or no to most organizational problems in the Policies and Procedures document, and the governance structure makes it clear who is at fault if something starts to fall through the cracks. Unfortunately, this is exhausting to the leadership team and can create excessive burden over trivial details. For example, if riders do not reach the 200 mile biking deadline, they must meet with a Ride Director and the Fitness and Safety Chair. This policy is in place to hold riders accountable and ensure that they are offered help if they need it. This year, though, there were several riders within two miles of making the deadline who had to have the probation meetings. When the margin is that narrow, it seems like a waste of time for both the members of

leadership and the rider to attend this meeting, when the rider does not seem very far off course.

On a different note, governance is one of the largest problems for the Neighborhood Longhorns Program. As the governance chart demonstrates, the two person staff must balance pleasing four different entities. Most frustratingly of all, the entity that should matter most - the site coordinators at the NLP schools - do not provide funding. Luckily, the Executive Director recognizes that without the schools, there is not Neighborhood Longhorns Program, so she works to keep them in mind whenever making decisions for the program. Unfortunately, in order to ensure the safety of their paychecks, the staff must also please the advisory board, Texas Athletics, and the Division of Diversity and Community Engagement -- none of whom truly are in as good of a position to do what's best for the AISD students as the site coordinators. The recognition of this structural flaw lead to one of my biggest conclusions, which I will reiterate in the concluding section.

Plan II KIPP falls in between the extremes of Texas 4000 and Neighborhood Longhorns Program in terms of rigidity in governance. In general, this allows minimal governance to afford maximum volunteer output without exhausting leadership. Unfortunately, sometimes this can lead to too much pressure on the faculty advisor and unpreparedness from student leaders when big efforts are needed from them (such as recruitment season).

Recruitment

Internal Communication and Operations

Of the three organizations, Plan II KIPP has the most streamlined system of communication. To be fair, Texas 4000 has a lot more to communicate, but the fact that they use so many different platforms makes it difficult to be in the know unless members are constantly checking Slack, text, and email. Plan II KIPP, on the other hand, uses email to convey all important information, and only uses text when someone is unresponsive to email.

Growth and Development

Plan II KIPP and Texas 4000 have far more explicit goals for future growth and development than NLP, and have also showed a higher pattern of retention. This provides further evidence that the Neighborhood Longhorns Program may need to scale-down in order to survive, where as the other two partnerships are on the rise.

Part Four:

Experiential Breakdown for Students and Communities: In Theory and Practice

The structural factors in the previous section contribute to an organization's sustainability and growth in ways that overlap with this section. For example, if an organization has ineffective or unsustainable recruitment methods, they will not be able to create a large and diverse community.

In order to paint a more detailed picture of existing and ideal community university partnerships, this section is primarily focused on the student and community *experience* of each of the previously outlined organizations (i.e. what it's like to be part of Plan II/KIPP, Texas 4000, and The Neighborhood Longhorns Program).

This section unpacks the experiential factors of a community-university partnership on behalf of students and communities by addressing three primary questions:

1. What do (students/communities) want to gain from their experience participating in the partnership?
2. What do (students/communities) gain in practice from their experience participating in the partnership?
    a. Example: Plan II KIPP
    b. Example: Texas 4000
    c. Example: Neighborhood Longhorns Program

3. What should (students/communities) ideally gain from their participation in the partnership?

STUDENTS

What do they want?

One of the great successes of Texas 4000 is their understanding of the audience to whom they are marketing. With the 4,000+ mile bike ride to Alaska, Texas 4000 promises adventure and a once-in-a-lifetime experience. The premise of biking this journey is perfectly tailored to the audience. College students are in the unique position of being young and strong enough to bike this far, newly independent from their parents, and have a spare 70 days during the summer that they were probably going to use to perform unpaid labor to pad their resumes anyways. Texas 4000 allows its members to use their youth to gain an incredible experience that will be both enjoyable and valuable to them in their employment search.

Obviously, not every college student is the same, but there are patterns in the types of students who volunteer most and boundaries that limit who can participate in volunteer organizations. The typical UT student who volunteers recreationally is deeply involved in the university in other capacities. Usually, this means they are in student organizations. So, even when considering people volunteering independent of their student organizations, the kind of person who would volunteer on a whim is the same kind who would be involved in student organizations. This kind of person has the desire to engage with a community, and they have the free time to do so. Often, this weeds out

students who must spend a lot of time studying or working. This transforms the question of how to structure your volunteer organization or experience. The question becomes more about what are college students looking for when they join any organization or sign up for an experience in general than what they are looking for in a volunteer experience. It is crucial to keep this in mind while developing an organization.

Underclassmen (freshmen and sophomores) are usually looking for community and opportunities to lead. They want to make friends and build an identity for themselves on campus, and they are not yet over-committed or disillusioned with their experiences trying to lead a student organization. For these reasons, they often provide the most enthusiasm and mass amounts of volunteer hours because they are searching for more ways to involve themselves in the organization and build bonds with their peers. We can see this trend reflected in the ratio of underclassmen to upperclassmen in Plantutoring, a bare-bones volunteer organization.

Upperclassmen (juniors and seniors), especially those who have been active in greek life and student organizations throughout college, often have already obtained a comfortable number of friends and are saddling commitments in other areas (leadership in other organizations, internships, post-graduation plans, *writing a thesis* etc). This gives them little incentive to do more than what is required of them in an organization. In Plantutoring, there are consistently far more underclassmen volunteering than upperclassmen. However, if an organization promises something *new*, juniors and seniors are more likely to participate. In the case of the Plan II KIPP Krewe, this is exposure to guest speakers involved in the real world with the issue at hand and an

engaged community of students with whom to discuss their volunteer experience. In Texas 4000, this is the summer ride.

There was one factor unique to volunteering that kept coming up while talking to others involved in volunteer organizations. Volunteers repeatedly expressed desire to experience an unfamiliar community on a deep level.

What do they get?

Upon reflection of my own volunteer experiences and from conversations with other volunteers, I determined that the ideal volunteer experience would include background on the issue at hand, experience in an unfamiliar community, community with the other volunteers, time for discussion of volunteer experience, and exposure to ways to continue to help the program after volunteering ends. Notably, I think a large part of the attraction to Texas 4000 is the adventure and flash promised by the ride, which has little to do with the content of the volunteering, though I will discuss this also.

Plan II/KIPP

The class that the Plan II/KIPP Krewe is required to take allows them to receive background on the issue at hand, build community with the other volunteers, facilitates time for discussion of volunteer experience, and gives exposure to ways volunteers can continue to help the program after volunteering ends.

Background

The reading assignments give background on the issue at hand. Members of the Plan II KIPP Krewe are required to read *Work Hard. Be Nice.,* a book about the

founding of the first two KIPP schools. The books lays the foundation of the educational inequities that lead the founders to start the first KIPP school, and the other assigned readings touch on same and mixed race mentorship, and examples of inequity on public education based on home address and race. In addition to their assigned readings, Plan II Krewe members also received weekly emails with current new articles about KIPP.

Experience New Communities

All three branches of the Plan II/KIPP partnership provide excellent opportunities for volunteers to experiences communities outside of their own. 86% of KIPP Austin students qualify for free and reduced lunch, and 97% of their students are hispanic and/or black. Conversely, Plan II is made up of predominantly middle class white and asian students.

In the mentorship programs, mentors get weekly insights into a childhood that is significantly different from their own. The mentors begin building their relationship with their mentees by writing them a letter about

Necessarily, PlanTutors get deep, written insights into a life different from their own when they help KIPP Austin juniors and seniors with their college essays. One of the prompts for the general Texas college application (Apply Texas) is "What was the environment in which you were raised? Describe your family, home, neighborhood, or community, and explain how it has shaped you as a person." Tutors work closely with their students to edit their essays. Beyond this, though, it is the tutor's job to help their students develop a narrative that they believe about their experiences growing up. A good tutor asks their student questions about the stories they are writing until the

college essay is understandable to them, their student, and hopefully the college admissions officers. Through this process and through the conversations a tutor has with their kids each week, PlanTutors learns not only the story that ends up on the page, but all of the reasoning the student had for choosing that story to represent themselves. My students wrote about their parents' jobs, their immigration statuses, hospital bills that torn their families apart, and countless other things that I never experienced.

Community with the other volunteers

The Plan II/KIPP Partnership has a unique community structure composed of three common structures. P2K benefits from the existing community in Plan II. Plan II already has social media channels that all of its students follow (i.e. a facebook group, email newsletter, and groupmes). Plan II is one of few majors that has this level of community. Often, student organizations have to create these channels of communication themselves. Next, P2K benefits from Plan II's community in school. Plan II has multiple year-long courses that keep students in class together for long enough to form bonds, and the major is small enough that most Plan II students know most other Plan II students from their graduating class at the end of four years. Having shared classes between volunteers and potential volunteers makes it easier to make class announcements *and* amplifies the potential for word-of-mouth advertising for the program. This also gives additional spaces and times for volunteers to openly reflect with classmates. Lastly, P2K volunteers experience community outside of the existing Plan II community through the courses the program requires and carpooling to KIPP with other volunteers.

There is so much existing shared experience between Plan II students. The nature of the application process to get into the program sets the foundation for this. According to the Plan II website, "While our students are high academic achievers, admission to Plan II is not based on scores and grades alone; other criteria include a lively spirit of intellectual adventure; leadership and initiative, a genuine desire for a broad education in the humanities, sciences, and social sciences; and the capacity for imagination and originality." Plan II students are admitted for their curiosity and passion, and after spending time together in classes

Discussion

Every other week, the Plan II Krewe meets to discuss their readings, volunteer experiences, and their thoughts on the most recent visiting speakers.

- Exposure to ways to continue to help the program after volunteering ends

Texas 4000

Throughout the year, Texas 4000 gives its member experience fundraising and community with other volunteers during weekly meetings and bike training.

During the ride, riders get the opportunity to experience a community outside of their own when they visit hospitals and stay with host families and churches across the country. Additionally, riders get to experience a great adventure.

Neighborhood Longhorns Program

NLP offers the chance for volunteers to experience a community outside of their own by placing college students in Title One elementary and middle schools.

What should they get?

After volunteering, a college student should be humbled. They should gain a better understanding of a community outside of their own without perceiving themselves to fully understand that community. They should feel good about the work that they have done, but also be on track to recognize, understand, and learn about all of the work that there is to be done in order to make the change for which they are hoping. They should be provided different avenues to become those change-agents. They should have fun. They should build connections and have meaningful and memorable conversations with other volunteers. They should gain recommendation letters and stories for job applications. Most of all, they should bring that awareness into whatever they do next in life, even if it isn't directly related to the volunteer experience.

Put simply, a college volunteer organization succeeds experientially in proportion to its ability to instruct and entertain its members. From my own experiences inside of volunteer organizations and conversations with other college volunteers, an ideal volunteer organization includes background on the community the volunteers are entering, entertainment, community, space for discussion, exposure to a new community or issue, and the organization provides information on how to continue to help the problem at hand after involvement with the organization has ended.

- **Background**
- **Entertainment**
- **Community**
- **Discussion**
- **Exposure to a New Community**

- **Information on how to continue to help the problem at hand after involvement with the organization has ended**

COMMUNITY

What do they want?

Most importantly, a community-university partnership should begin as a reaction to a need expressed by the affected community. Carman and Nesbit's 2012 study of 31 nonprofits in North Carolina revealed that non-profits are typically founded by "individuals being called to act and serve others—based on a perceived need or a specific interest or passion—and using the nonprofit organization as the institutional form for action. The organization and its mission are deeply personal for the founder" (Carman and Nesbit 616). In this study, less than 10% of nonprofit leaders did a formal study to determine whether the need that they perceived in a community was legitimately wanted by the community they were serving. Further, one of the leading reasons for starting a nonprofit, in addition to a feeling of personal calling, was the desire of the founder to be self-employed. The fact that there is not a large barrier or risk to entry in the nonprofit sector allows for many people to enter without examining the sustainability of or demand for their organization. This finding will be important in later conclusions that I draw about The University of Texas.

Often, nonprofit organizations seek to affect positive change in society. Yet, unlike for-profit businesses, there are few (if any) standard measures to evaluate their success. In a for-profit business, the goal is clear: make a profit. Non-profit businesses,

however, often take on qualitative goals such as ending homelessness in an area, curing cancer, or they fail to articulate a goal at all. Because of the lofty and qualitative nature of many service organizations' goals, this kind of organization can continue to be funded for years without providing evidence of progress towards achieving their mission.

What do they get?

Often, not much. One study of North Carolina Nonprofit showed that only 10% of nonprofit founders did any sort of study to determine whether there was a need for their service prior to starting their organization. This is why it is essential to have the person in charge of the community-university partnership invested in the success of the community rather than the partnership itself.

Texas 400 offers grant money to cancer fighting organizations and a narrative of hope to those that hear their story. Plan II KIPP offers KIPP high school students individual help with college essays and KIPP middle school students one-on-one friendship with a college student. Neighborhood Longhorns, ideally, offers tutoring and mentorship, but unfortunately actually offers disappointment when there is little accountability for attendance.

What should they get?

As stated in my introduction, college volunteers present a unique set of benefits and challenges. Above all, a community-university partnership must lead with honesty,

transparency, accountability, and open communication to address to a need that the community has actually expressed.

Conclusion: Recommendations & Remarks

Though every community-university partnership will have its own unique needs, the following are general recommendations and remarks I have after participating in the previous three organizations. I have a few general recommendations. Most importantly, it is important that the person in charge of the community-university partnership has a vested interest in the success of the community rather than the success of the organization. Second, University partners should seek to address and *existing* need in a community, rather than a perceived need. It is imperative that University partners assess the desire for the service they are planning to provide as well as their capacity to provide that service in order to avoid over-promising and under delivering. A well-paid, qualified, full-time staff is essential to ensuring that the university partner is held accountable. Lastly, infusing discussion and activities that encourage students to reflect on their current learning experiences and take that learning beyond the scope of participation in this organization.

Author's Biography

Every morning for breakfast, Maretta has three eggs, a bowl of cereal, and a nearly toxic cup of coffee. She listens to a podcast or terrible rap music, and frantically changes in and out of five or six outfits until settling on the exact same one she wore a week ago. She gets into her car and drives to work at the Capitol MWF or takes a Lime to class TTh because she is late and something is wrong with her Bird app and she refuses to go through the process of re-downloading and re-entering her credit card into the new app.

Maretta grew up in College Station, Texas, home of Texas A&M University where her father is a Wildlife and Fisheries professor and her mother is the Associate Dean of Faculties and a Plant Pathology and Microbiology professor. Her middle school and her high school were named after the university, and her school colors were maroon. She played varsity volleyball, did research at a maize lab at A&M, ran a charity fashion show with 15 local boutiques, was the president of more than half of the clubs at her school, and was voted "Most Likely to Brighten Your Day" with her best friend Pablo.

She kept herself just as busy in college. In addition to her Plan II & Philosophy double major, Maretta was the captain of her rowing team, sole intern at the Neighborhood Longhorns Program, PlanTutoring coordinator, Policy Aide for Senator Nathan Johnson, and the Youth Programs Coordinator for her Texas 4000 team.

After graduating, Maretta will bike from Austin, Texas to Anchorage, Alaska with Texas 4000 to raise money for cancer research and support systems, but also just

because she thinks she will learn a lot from it. After the bike ride, Maretta will move to Detroit, Michigan to become an elementary school teacher through Teach for America.

Looking back, she feels satisfied, and looking forwards, she feels hopeful. Her future, though terrifyingly full of uncertainty right now, is bright.

Annotated Bibliography

Anyon, Yolanda, et al. “Realizing the Potential of Community-University Partnerships.” Change,

vol. 39, no. 6, Nov. 2007, pp. 40–45. EBSCOhost, ezproxy.lib.utexas.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=27718347&site=ehost-live

This article discusses the formation of the Gardner Center, an on-campus hub for community engagement at Stanford. The author discusses the complaints local communities had with previous community engagement projects and how Stanford attempted to address those complaints. They conclude by noting the major challenges they faced and expect others to face in the future. One of their highest recommendations is to have a long-standing faculty advisor.

Carman, Joanne G., and Rebecca Nesbit. “Founding New Nonprofit Organizations: Syndrome or

Symptom?” Nonprofit & Voluntary Sector Quarterly, vol. 42, no. 3, June 2013, pp. 603–621. EBSCOhost, doi:10.1177/0899764012459255.

This article discusses general patterns in nonprofits, but focuses predominantly on the ideology behind non-profits' founders. Based on a study on 31 nonprofit organizations in North Carolina, they found that nonprofits were typically created by passionate, entrepreneurial individuals who put little research into the need for their organization. Rather, the founders of nonprofits focus on their personal calling to the service they decide to provide, which contributes to duplicate services. This study also discusses founder's syndrome and the need for nonprofits to collaborate in their efforts.

Frumkin, Peter, and Heather MacIndoe. "THE FOUNDATIONS OF TEXAS." American Philanthropic Foundations: Regional Difference and Change, edited by DAVID C. HAMMACK and STEVEN RATHGEB SMITH, Indiana University Press, Bloomington, Indiana, USA, 2018, pp. 215–238. JSTOR, www.jstor.org/stable/j.ctv8j6fc.11.

This article discusses what makes philanthropy in Texas unique. It explores questions about regulations, grants, benefactors, historical context, and other sources of funding. Further, it discusses the future of philanthropy in Texas based on the increasing population of Texas and its taxation policies, which are attractive to small businesses and young people: the core of most philanthropic efforts.

Gorr, Y. (1996, 03). Recruiting little longhorns. Hispanic, 9, 36. Retrieved from http://ezproxy.lib.utexas.edu/login?url=https://search.proquest.com/docview/236989720?accountid=7118

This is a newspaper article about The Neighborhood Longhorns Program in 1996. It discusses the programs going on at the time. Some of these programs still exist, and others have been lost by now. In my thesis, I will look into why some of these programs stood the test of time and others did not.

Jim Collins - Concepts - Clock Building, Not Time Telling https://www.jimcollins.com/concepts/clock-building-not-time-telling.html.Accessed 4 Nov. 2018.

This article discusses different kinds of structures for organizations. The first is the "time-telling" structure that requires an intermediate official to make everything happen. The second structure are "clock" structures, which run themselves without an operator.

MENDEL, STUART C., and JEFFREY L. BRUDNEY. "Good to Great: Recognizing the Signs of High-Quality Partnerships." Partnerships the Nonprofit Way: What Matters, What Doesn't, Indiana University Press, Bloomington, Indiana, USA, 2018, pp. 101–120. JSTOR, www.jstor.org/stable/j.ctv8j5x7.9.

This article discusses the components of a healthy and successful organizational partnership. The author emphasizes the importance of viewing a partnership as evolving over time. Further, they set out performance indicators that can help both parties stay accountable to moving the non-profit towards their stated goals.

TED. Melinda French Gates: What Nonprofits Can Learn from Coca-Cola. https://www.youtube.com/watch?annotation_id=annotation_238169&feature=iv&src_vid=bfAzi6D5FpM&v=GlUS6KE67Vs. Accessed 16 Nov. 2018.

Melinda Gates talks about using community infrastructure to distribute and market non-profit and NGO goods like condoms and sanitation materials. She emphasizes the importance of real time data collection and community engagement for successful distribution of goods, especially in countries with poor transportation infrastructures.

TED. The Way We Think about Charity Is Dead Wrong | Dan Pallotta. https://www.youtube.com/watch?v=bfAzi6D5FpM. Accessed 16 Nov. 2018.

Dan Pallotta discusses the faults in our mentality about the non-profit business model and the effects that those errors in mainstream thought about non-profit business models. Primarily, Pollota emphasizes that our emphasis on dollars going “directly to

the needy" prevents necessary parts of business such as marketing, building of infrastructure, and paying employees competitive wages to attract talented candidates.

Teets, Jessica C. "The Rise of Foundations: Hope for Grassroots Civil Society in China?" Gilded Age, edited by Ivan Franceschini and Nicholas Loubere, ANU Press, Australia, 2018, pp.122–125. JSTOR, www.jstor.org/stable/j.ctvgd1hr.27.

This article examines grassroots organizational efforts of a service organization in China. The author discusses how the rise of domestic non-profit organizations is diminishing the involvement of volunteers and the ability to elicit funding for NGO's in China. This example mirrors a similar problem in the United States.